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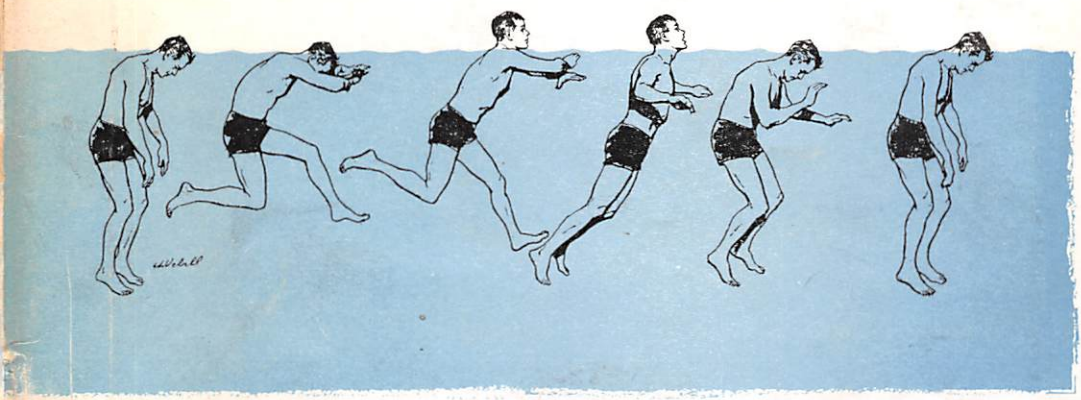
OFFICIAL PUBLICATION OF THE CANADIAN CAMPING ASSOCIATION

CANADIAN CAMPING

April 1961, TORONTO, CANADA



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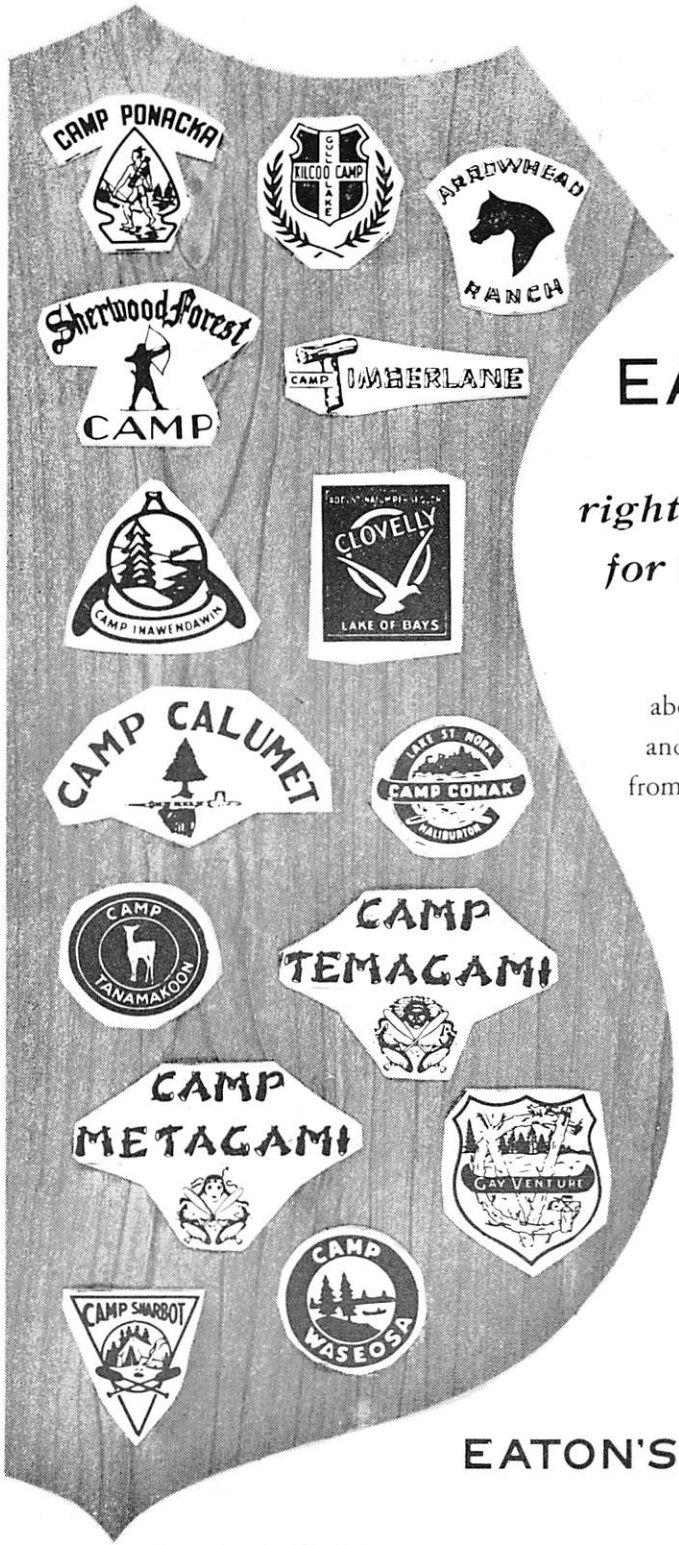

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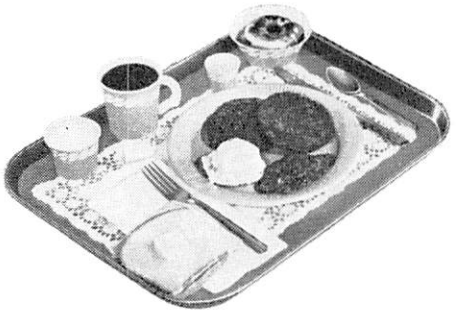

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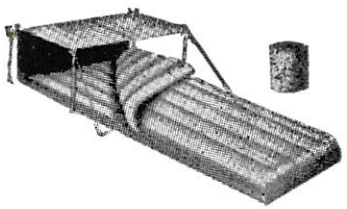

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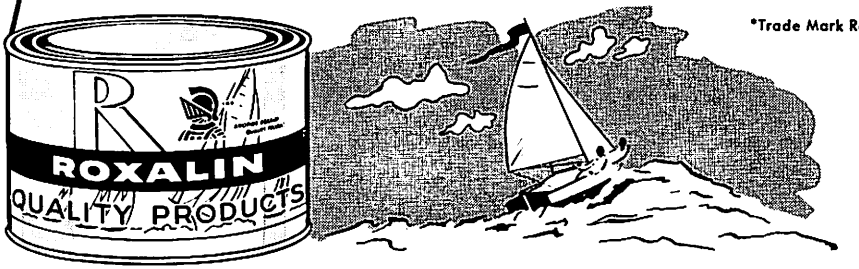

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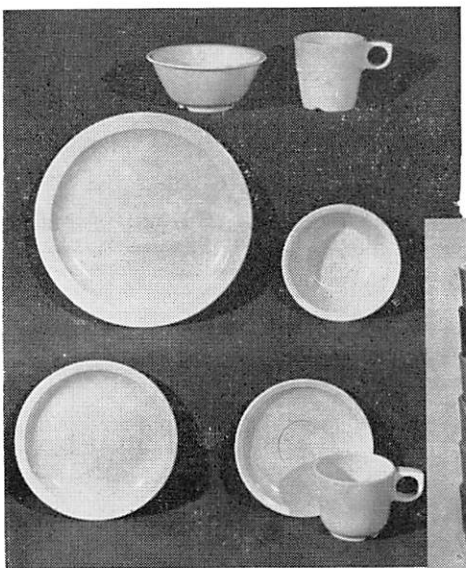

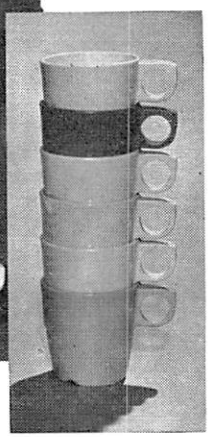

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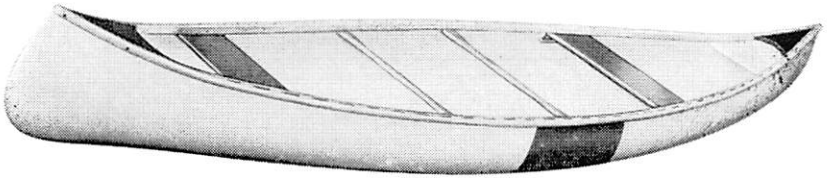

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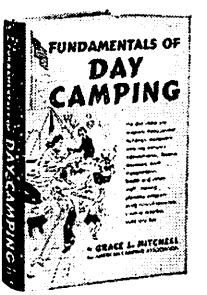

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CANADIAN CAMPING

Vol. 13 APRIL, 1961 No. 3

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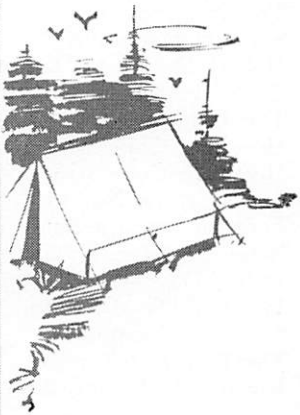

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EDITORIAL

WHAT A CAMPER EXPECTS FROM CAMP

by Robert E. Wilkinson,
Assistant Professor of Physical Education,
McGill University, and
Director, Junior Camp, Camp Nominingue.

Camp has a tremendous appeal to youth and it is apparent that some of us in camping have taken advantage of this fact to lure children to a so-called camp setting, which is a far cry from that envisioned by the camper. Such institutions are, in some cases, little more than baby sitting agencies or glorified summer resorts.

What does the word "camp" mean to a youngster? Camp should mean adventure and excitement, but surely it suggests something more—a life completely different from that of the city. Canada as a relatively young frontier country, has a wealth of fabled and real figures who themselves were campers in the true sense of the word. Our children today study in history, or watch on TV, such characters as Hiawatha, Paul Bunyan, Davey Crockett, Daniel Boone and Radisson. It is therefore not surprising that they conjure up a picture of adventurous outdoor living in attempting to re-create the role of their hero.

Children have some pretty exciting pre-conceived ideas of what camp should be like. We need to look a little more closely at the camp and its program through the youngster's eyes. If we do, some of the following characteristics should emerge as important.

CAMP IS FUN.

In what way does the child expect camp to be fun? The answer lies surely in an environment which is "campy", which provides the opportunity of learning skills which are indigenous to camp and outdoor living. To deprive a child of the opportunity to sleep in a tent, to build his own fire, and to cook a meal over this fire, is to deprive him of the basic ingredients that make up the camp setting.

There will always be parents who will question the value of these experiences, on the basis that "there is no place in our modern urban society for such out-moded skills as canoeing, woodcraft and axemanship in an age of motorboats, electric stoves and gas ranges". An answer to this group is that one of the main objectives of modern camping should be education for leisure time. This places increasing demands on the individual to develop self-directed activities for leisure time use. The camp can play a vital role in supplying such carry-over skills as fishing, hunting, hiking and canoeing. They must, however, be so pleasing and satisfying to the youngster that he will continue to pursue these forms of recreation long after his camp days are over.

→

Family camping is growing by leaps and bounds all over the country, and although provincial governments unfortunately have been slow to recognize this trend, some provinces are now providing State Park facilities to accommodate this great movement of Canadian families to the out-of-doors.

If we accept that these basic camp experiences are important, we should probably go further and re-direct our emphasis in program planning toward such skills as swimming, canoeing, archery, orienteering and axemanship, rather than the promotion of school and playground activities like football, baseball and basketball. The camp program should be essentially unique, it should complement, not duplicate, activities already learned before coming to camp.

Another important value of the learning of these camp skills is the knowledge they give for survival. After almost any week-end we can read in our local papers of Canadians who perished in our out-of-doors or drowned in our rivers and lakes. It is reasonable to assume that nearly all of these persons could have survived with the knowledge that the young camper should learn at camp.

A further argument in defense of the inclusion of the real camp skills is the fact that much can be done to educate our youth to a deeper appreciation and understanding of the great outdoors. To give but one example—surely the product of a good camp experience will have a real appreciation of the importance of reforestation and conservation of our natural resources.

These then are the skills and activities that the child really expects at camp. They are neither difficult nor expensive to provide.

CAMP MEANS FREEDOM

The camper of today expects *freedom* at camp—a good measure of freedom—more than he receives at school, and more than most youngsters experience at home. Freedom should not be confused with anarchy. There are numerous studies to show that children look for and respect firm but fair leadership. They are looking for the same freedom that you and I would want for ourselves, and this implies a respect for the rights and feelings of others. Specifically, the youngster is looking for freedom from worry and anxiety; freedom from over-strain; freedom to choose activities and programs; freedom to have a part in program planning; freedom to follow his own individual interests in time that is not preplanned for him.

Too often we have tended to go overboard in this concept of the "camper centred program", where the youngster is given complete freedom to choose and plan his own program. If this is our approach to programming, it seems difficult to justify the need for senior program directors who have years of training and experience designed to plan the best possible program for children. Certainly we should encourage the camper to express his *"interests"* but it is very doubtful whether the camper is the best person to determine his own *needs.* The camp that takes cognizance of the camper's interests and allows the camper to make choices and judgments under firm but sympathetic leadership, is the camp that provides a camper's type of freedom.

CAMP PROVIDES COMRADESHIP

Camp provides the ideal laboratory for children to learn to live and work together — to learn how to establish satisfactory relationships with one's fellows. Through the small cabin or tent group, the camper finds out that

this business of living is chiefly a matter of getting along with others. What better place to learn the lessons of unselfishness, fair play, cooperation and respect for the feelings of others than at camp.

One of the best ways that we can teach some of these lessons in group living is through shared camp projects. This does not refer to daily menial chores, or "joe" jobs, but rather larger staff-directed projects which contribute to camp improvement. Such projects, when staff supported, result in the campers taking an interest and pride in his camp which he never felt before. Many parents have related that the highlight of the camp season for their boy was the feeling of pride derived from assisting in the construction of an outdoor chapel, or some similar project, because, for this boy, it gave real meaning and purpose to the whole summer.

The comradeship that the camper is asking us to provide is not only fellowship with other campers, but also with staff. There is no question that good leadership is the real key to the successful camp experience. What are the characteristics of a good leader or counsellor? Again, if we approach the problem through the mind of the camper, three questions will head the list: Does he have a sincere interest in, and liking, for us? Is he full of fun and does he have plenty of energy and enthusiasm? Does he have a love for, and knowledge of camp skills?

Comradeship between staff and camper depends very largely on the over-all size of the camp. Large, successful camps, must recognize the danger of jeopardizing this personal fellowship between staff member and camper by organizing and regimenting many routines which used to be much more leisurely and personal. Let us never allow our camps to become so organized and efficient as to reduce the personal contact between camper and staff member, which is so fundamental to the growth of the child.

CAMP DEVELOPS A LOVE OF NATURE.

The final basic need of the camper is the development of an *appreciation* of and *respect* for nature. Some might term this the spiritual food of the camp experience. Almost every young child has an innate, insatiable curiosity in nature's wonders, and it is only over a period of years that we manage to stultify this curiosity so that by his teens the child has developed a hard-shelled attitude, where to show an interest in nature and its wonders is to be labelled a sissy. Here again, leadership is important. The sympathetic staff member can nurture this natural interest and ciriosity.

Albert Sweitzer has said: "The most important years in life are those between 9 and 14. This is the time to acquaint the young with the great spiritual values of mankind—afterwards it is too late". Camp has an unique opportunity to provide every camper with an increased understanding and appreciation of God's great outdoors. Who has not been moved by a beautiful sunset, a spider's web in the early morning dew or the cry of the loon at dusk? These are unforgettable "spiritual moments".

We must, however, be careful to realize that we cannot lecture children on the beauty of such experiences. Rather, we attempt to develop and deepen their appreciation with a much more subtle approach. This means ex-

turn to page 127

The Nor'Westers

A Kinship of Woodsmen

Kirk A. W. Wipper
Camp Kandalore

It is inevitable that people who undertake to explore the natural world around find a bond with others who have also learned of peace and happiness through such a pursuit. To this mutual interest must be attributed the formation of the "Norwesters'" organization. This group of young men, all camp staff members, are proficient in skills of tripping, exploration, orienteering, canoeing, campcraft, woodlore, wildlife and creative crafts using natural materials. Their purpose is to promote, practice, and teach other campers these skills, all of which are related to the natural environment. This purpose is based on their belief that the essence of real camping must be in a deliberate and conscientious identification with their surroundings. To accomplish this purpose, the Norwesters are, of course, most active through the camping season but, in addition, meet throughout the off camp season.

During the summer, the Norwesters are heads of various activities in which they are particularly skilled. The tripping staff, the canoe head, the campcraft specialists, the wildlife director, the arts and crafts director, and some of the section directors and senior counsellors are members of this organization. Their influence on the direction and purpose of the camp is powerful indeed. One of the advantages of this kind of interest group is that a great deal of co-operation between activities is achieved. For example, it is not unusual for arts and crafts, campcraft and wildlife specialists to work together in the construction of a genuine Huron shelter—an example of a project designed to acquaint campers with the techniques of early Canadian History. There is adventure in discovering something of the wilderness wisdom of the past.

In addition, the Norwesters present special events such as a campfire in which useful and interesting camping techniques are demonstrated. The preparation of wintergreen tea, the planking and roasting of fresh fish, the methods of making various natural foods palatable, boiling water in a birch bark container, or starting fires without matches are but a few of the items chosen by this group for such occasions. Through an event of this kind, the Norwesters can directly challenge campers toward better camping technique.

To further develop their own skills the Norwesters conduct major projects of their own as well. For example, the members of this group have carried out extensive trips into most of the Haliburton, Algonquin and Temagami regions. Their plans will lead them to many other magnificent tripping areas. In addition, two of their members successfully carried through an experiment in survival camping in which they lived for seven days in a remote location, with foods gleaned from the natural surroundings, and by fires started without matches.

Membership in the Norwesters is gained by invitation usually after a candidate has revealed particular skill in the activities important to them. He must also be interested in participating enthusiastically in the purpose for which the group exists. The fellowship and lasting friendships gained from this association are a real attraction for prospective members. Currently, the Norwesters have, in the active membership, men who have graduated from the camp staff and who still retain their interest in promoting the group's goals. This contact is invaluable. The experience and skill of older members can reasonably benefit newer entrants to the Norwesters, who are actively engaged as camp staff members.

The spirit of this unique group is well represented in the verse they have chosen as their motto:

In the strengths of our forefathers we go
Not in their footsteps
It is their stars we follow
Not their dead campfires.

—●

"You heard me. Everybody out! Forest fire's over!"

SURVIVAL SWIMMING

Rodd Gleeson

Physical Director, Regina Y.M.C.A.

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As early as the 1930's, Fred Lanoue, a Professor at the Georgia Institute of Technology, was concerned with the inability of excellent swimmers to survive when caught in large bodies of water without a means of support. Survival swimming, (also known as drown proofing—considered by some as negative terminology), is the result of many years of study and research on his part.

During the war, Dr. Lanoue taught survival swimming to the U.S. Navy with the objective in mind of helping service men to remain afloat in the ocean until they could be picked up by rescue craft. One ex-Georgia Tech student visited Dr. Lanoue after the war and told him that he had floated around in the ocean for some five hours with both bones broken in one forearm and the other one badly burned. Because of having learned the survival swimming skill, he was able to stay afloat until help arrived while hundreds of his shipmates drowned.

What makes this method so easy? How can a person remain afloat for hours with limbs tied or broken? In order to stay afloat, man must have his nose or mouth clear of the water. Treading water methods have been developed over the years which require the head to be kept above water or arched backwards. Survival swimming provides a method of staying afloat without having to keep the weight of the head above the water, or to assume an unnatural position such as the neck extended backwards.

To prove how tiring it is to tread water, try to keep a 10 lb. block out of the water while swimming on your back. How illogical it is then to try to tread with your head (15 lbs.) above water. Or, if you are a floater, lie back in the water and see how long you are able to float without an aching neck or a mouth full of water.

Survival swimming has been designed to make the maximum amount of use of the body's natural buoyancy. The average density of a human being is .97. This means that with lungs full of air, he is able to float on the surface in a relaxed position with approximately five pounds of his body out of the water. Breathing is accomplished by exhaling below the surface, gently surfacing, inhaling, and relaxing again. Survival swimming has the person assume a more natural and relaxed position using a minimum amount of energy during the exchange of air process. This can be maintained for many hours without fatigue.

Aquatic directors who are responsible for the teaching of swimming should seriously consider using this method

rather than the conventional and more widely publicized methods, as endorsed by the Red Cross, Y.M.C.A. and others. The only skill required to learn survival swimming is the jelly fish float. When this has been mastered, it is a simple matter to develop self confidence in the pupil and progress him through the stages of survival swimming. In addition, when he masters this stroke, it is easy to introduce him to the side stroke. This type of progression emphasizes relaxation and slow movements of the arms and legs. Compare this to the confused individual attempting to coordinate arms, legs, and breathing required for the crawl stroke. For these reasons, adults find it easier to learn to swim using the survival method. An additional reason for teaching adults this method is that many of them want to swim for recreation only and the side stroke suffices.

For boys and girls of camp age, it has been found better to teach these skills at an advanced level. They will learn very fast and it will not take much program time.

The 1956 revision of the Y.M.C.A. swimming manual has included drown proofing as an alternate requirement in its third star program. However, many people choose the alternative, which is to tread water for thirty seconds with their hands in the water. Even the small percentage choosing drown proofing, need only do it for one minuate and this does not provide an adequate demonstration of the skill that has been acquired.

Magazines have published reports on this method and to mention only a few: Life Magazine, June 11, 1951, Coronet, July 1952, and lately the Reader's Digest, July 1960 issue, and Every Woman's Family Circle, June 1960. It would be worthwhile to read the articles of last summer.

In children's camping, the sponsoring organization or camp owner, has an obligation to the campers and their parents to teach basic survival skills as well as advanced swimming, ornamental swimming and fancy diving. Occasions will arise when such a skill will mean the difference between life or death, not only while camping but in other phases of normal living.

Survival swimming should be a requirement for boys participating in an out trip program at camp. It is not known if any camp insists upon this at the present time. However, survival swimming has been taught at some camps in Canada. During camp water shows, it is always interesting to parents and spectators to see several boys in a corner of the swimming area, some with their hands and legs tied with rope. staying afloat for the entire length of the swim demonstration. This impresses upon them the importance of having such a skill, and helps to reassure them that their child is receiving necessary survival instruction while at camp. Some camp directors will say that this skill would take too much program time, that all canoe trips, whether crossing a large lake or not, stick to within easy reach of the shore and therefore this skill is not necessary. However, I would submit that many canoe trips do not stick close to shore when crossing a lake and that sometime a disaster will be avoided if the participants of the trip have such a skill.

Survival swimming is important in camping, important enough to make it a part of the regular swimming program along with artificial respiration and water safety. Camping must include preventative programs which will provide a broad base for a more enjoyable and safer experience.

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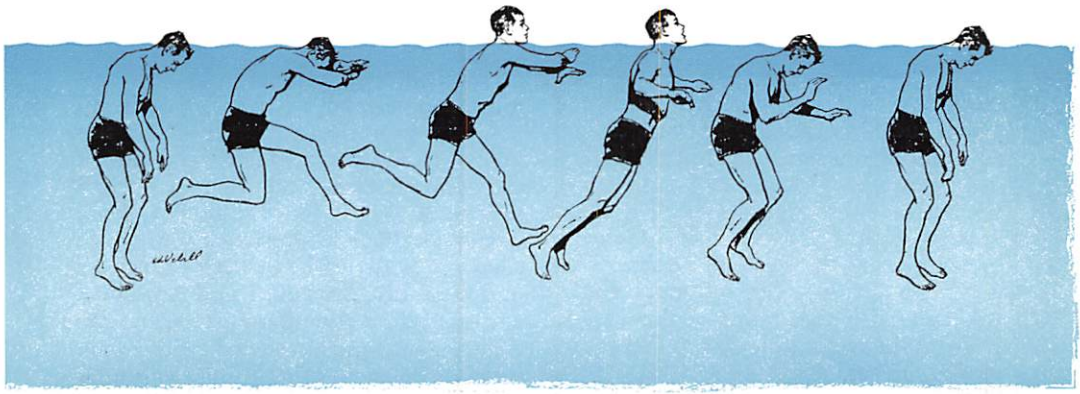
NOBODY NEEDS TO DROWN!

Here is a simple scheme which anyone over four can use to cope confidently with the water in an emergency

By permission of Reader's Digest — Joseph P. Blank



Studies indicate that the principal causes of drowning are panic and exhaustion. In panic, nonswimmers and even some swimmers struggle to hold their heads above water, which *no one* can do for long. Soon exhausted, they go down.

During the last 25 years a technique has been developed which can *prevent* death in the water. Aimed at freeing the potential drowning victim from hysteria and energy-draining tension, it is called Drownproofing. Worked out by Fred R. Lanoue, professor of physical education and head swimming coach at Georgia Institute of Technology, it consists of two simple "strokes": the Stay-Afloat Stroke and the Travel Stroke. Using these, Lanoue has taught 20,000 people of all ages—swimmers and non-swimmers—how to stay afloat in an emergency for hours, or how to travel at least a mile without fatigue.

The theory behind Drownproofing is this: muscle and bone sink: fat and air float. The proportions of each in the human body are such that, with lungs fully inflated, 98 out of 100 men and practically all women will float against the surface of the water *if they don't try to hold their heads up.*

In Drownproofing, then, you hang relaxed in a near-vertical position in the water, letting your head dangle, face down. Every few seconds you raise your head for a change of air.

Here, in the diagrams that follow, are the two strokes—one to stay afloat, one to get to shore without tiring:

STAY-AFLOAT STROKE

1. Take a breath and immediately lay your head forward in the water until your chin is on your chest. Relax your entire body, letting your hands dangle. If you're fat, you may find your buttocks swinging upward. Exhale a little air through your nose and you will return to the vertical position. Rest, just "hanging" in the water. The back of your head will protrude slightly above the surface.

2. After a few seconds, but *before* you need air, leisurely cross your arms in front of your head, forearms together. Raise one knee toward your chest, then extend the foot forward. Simultaneously, extend the other foot behind you. Move easily and smoothly so you remain vertical, head lolling.

3. Raise your head quickly but smoothly, stopping with your chin still in the water. As you raise your head, exhale through your nose, beginning while your face is under water and continuing as it emerges.

4. Finish exhaling: open your mouth to inhale. To keep your mouth above water while you inhale, gently sweep your palms outward and step downward on the water with both feet. Don't move too vigorously or you will pop your shoulders out of the water. You don't need a 100-percent change of air; experiment to learn just how much you need.

5. Having inhaled, close your mouth, drop your head toward your chest, your arms toward your knees. Relax, go limp, in the same position as in Step 1. If you tend to sink a few feet below the surface, it is because you have failed to drop your arms after putting your head in the water. When you need another breath, swing smoothly into Steps 2, 3, 4 and 5 again. If your chest feels tight under water, either you are resting too long or you are not exhaling deeply enough. Adjust these factors through repeated practice.

TRAVEL STROKE

1. Take a breath, sink vertically. As your head goes under, push down gently with your hands to arrest any tendency to sink too deep.

2. Tip your head forward to the face-down position. Bring your hands to your forehead and open-scissor your legs with the rear foot raised as high as possible. This will begin to swing your body into a horizontal position.

3. Extend your arms forward and toward the surface, hands together. The moment they are extended full length, give a scissors kick with your legs.

4. As your feet come together from the kick, slowly sweep your arms outward and back, finishing the stroke with your hands at your thighs. Make the movement *easily*.

5. As you glide forward and upward, keep your body relaxed and your hands at your thighs, and begin to exhale through your nose.

6. When you're ready for a fresh breath (don't wait until you *need* it), begin returning to the vertical position by bowing your back, bringing both knees toward your chest and raising your hands toward your head. Continue exhaling through this and Step 7.

7. Continue swinging toward the vertical by extending one leg in front of you and bringing the other knee up to it. Cross your arms in front of your head, forearms together, palms out.

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To A Group of Counsellors - In - Training

By a CAMP DIRECTOR

You are a chosen group of old campers, who have experienced for several summers all the carefree happiness of those, whose chief concern at camp, is to have a good time. Your days as campers are now over, and you are returning in a different rôle. You are to be leaders—not, perhaps, with all the responsibility of full-fledged counsellors, but certainly as counsellors-in-training, or "counsellors-to-be".

Because you have been campers and have a wealth of happy memories and many camp skills, and because you appreciate the high traditions and the aspects of good camping, I feel sure of your loyalty and your eagerness to share what you have gained with a younger group. Because camping is so essentially a real part of you, the opportunity to pass on to others some of the joys that have been yours, will give you great satisfaction and scope for all the gifts you possess.

The word "counsellor" is a pleasant, happy word. At the first camp I attended, the leaders were called "officers". That word suggests discipline (and no nonsense!), with a military flavor, and a rather impersonal relationship. But the modern word, "counsellor", suggests the friendly relationship of comrade as well as leader.

Perhaps, as you think back over your camp days, you can remember certain counsellors whom you liked and respected greatly. You probably admired them, not only for their skill and ability to do a good job in their particular field, whether it was crafts or swimming, music or sailing, but you admired them even more just for themselves — for their friendliness, their dependability, their genuine interest in you. There were times, of course, when you tried to put something over on them, but you respected them all the more if they weren't "easy", if they didn't play for popularity or shirk a duty because it was difficult. You knew that the camp director expected high standards from counsellors in matters of discipline, punctuality and cheerful, willing teamwork, and you were bright enough to know and appreciate when a counsellor measured up to these high standards.

Now it is your turn to enter this rôle at camp—to pass on to a new and younger group all that has meant most to you. You probably realize that at this very moment there are swarms of children thinking and dreaming about their first days at camp. Their applications are in. They have read and re-read the folder and studied the pictures. They have begun to collect their outfit and perhaps to pack their belongings. Some of them may have mixed feelings about going to camp. They have heard from school friends and parents about the fun they are going to have, but they sometimes wonder, too, if they will be a bit lonely at times, for it will all be so new and strange.

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THE CALCULATED RISK

H. M. Devenney, M.A.

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There are those philosophers who would say that there is a calculated risk in all that we do; and that as we have progressed in our mechanized civilization the odds of there not being risk are very low. Of course in relationship to the status quo of any community, learning, per se, is a calculated risk; that is if we think of learning as the process of "leading out" from the known to the unknown.

Unfortunately the negative connotations of the word "risk" come to the forefront of many discussions when it appears. Sometimes it is used to imply the absence of purpose in the succession of events to which it may be related, or a certain precariousness is implied to those who take risks.

Yet there is a most positive meaning. It is the meaning used in business in many instances, "lending on security", "investing of capital" in a new project, "an advance on collateral". And so we get the "calculated risk", something not done blindly but with purpose and yet having within its accomplishment — adventure — something of a bold undertaking.

The calculated risk can be the adventure part of camping. In order to understand this a little better let us dig a little deeper into meanings. Perhaps the very structure of the camping community lends itself to the perpetuation of the calculated risk. In all too many situations at camp we tend to erect picket fences, literally or figuratively, around those areas of camp experience which have elements, the surmounting of which are likely to involve calculated risk. These calculated risks may be inherent in property; they may be implied in programs, or they may just be the result of human relationships.

Before we look more closely at the calculated risks in camping, let it be clearly understood that when we think of the organized camp, it should be as a place where sound, positive learning, growth and development may take place, provided, of course, that the environment, the leadership and the experience therein is all designed with this in mind. Remember too, that when and if, as has been suggested already, learning involves proceeding from the known to the unknown, especially at any depth, then there will be conflict. Learning involves "calculated risk".

Although adventure is not the same as calculated risk, it does involve calculated risk; and although it may not be called a basic need, it can be corelated with other needs. Thus in camping certain problems develop in the expression and control of adventure in which, if positive solutions resulting in learning are to develop, then a great measure of calculated risk is involved.

Sometimes when this need for adventure is not satisfied, a highly explosive tension will build up. A well known camp authority has pin pointed examples of this for us.

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What happnes when the wind and the rain have besieged you in camp for longer than one day? Besides damp shoes, feet, blankets etc., etc., damp spirits begin to erupt in "Fights". The "barracking" of the counsellor! Monotony has been dispelled. The kids have taken calculated risks. What about that last night in camp? What about the tensions which have been building up? The campers! The counsellors! The senior staff! The Directors!

Unless there has been a calculated risk taken to forestall such high explosive tensions, the values which were confidently predicated on opening day would result from the stay at camp, will not be in evidence. Can we afford not to take calculated risks by not introducing adventure to our programs?

Peculiarly as respects adventure, when the need is strong the particularity which we attach to its satisfaction is in inverse proportion, so it seems, to its strength. Let me illustrate by some of the things we sometimes hear at camp; and again I rely on the humour of a well-known camp authority.

"Come on now, Joe, get down off that cabin. You know you should not be up there." Or, "You've had it, Bill. Just get right out of the water; no more for you today." We all can think of many other kinds of ways in which frustrations to the secret of adventure —the calculated risk—have at times been set up in camps. A whole picket fence of negatives can be mentioned and still be but a very short list.

Now it can be agreed upon that the negatives have been established for a purpose and the purpose is usually safety. To offset this kind of situation some camps have tried to satisfy the adventurous soul by providing what ought to be called artificial opportunities. And so we see a plethora of Indian Tepees and Tomahawks, blunted but nevertheless weapons, wampum belts and so on ad infinitum. This is play acting. This is not learning of a real kind. Let us not think that the calculated risk in which adventure is inherent must only depend upon tangibles, upon things. "Things don't happen to people, it is people who happen to things."

Calculated risk! Adventure! Fun! Growth and Development! Learning! Most certainly camping remains extant because in and around all that can be said of it, these elements are possible of realization.

The hazards of the outdoors can be real or fancied. We in this article are concerned mainly with the real outdoor hazards because it is here that there can be real calculated risks. Any experienced and sympathetic counsellor knows that the first night in camp for many children can be a terrifying experience. In order to meet the calculated risk parents and camp staff surely should prepare beforehand by initiating the neophyte through pictures, slides or movies of the insects or birds or mammals who make the night watches their mode of life. There are record albums of these voices in the night now on the market. The preparation for calculated risks can turn youngsters' fears into delighted interest and mysterious footfalls can be those of friends.

In summation, then, it is submitted that whether we admit it or no, there will always be the calculated risk in camping. It should be our purpose to positively use it. Ignorance or just sheer stupidity or thoughtlessness gets man into most of his troubles. Inevitably because of all of these factors a high correlation exists between danger and adventure. But it is only as we utilize danger and the unexpected, accompanied by preparation and knowledge that we really exploit the adventure potentials of our campsites and our leadership. —●

Keep them coming back every summer!

Making a summer resort or camp a prosperous operation calls for know-how and continuous planning. Good housing, good food, and interesting activities are all important factors. But the one that **really** counts—that can make for disgruntled vacationers, or bring whole families back every year — is the overall standard of hygiene and cleanliness.

McKague, the l a r g e s t fully Canadian manufacturer and distributor in the field, can supply you with quality sanitary chemicals to meet **all** your requirements — to keep your resort or camp spotlessly clean and hygienic, always.

Some of our most popular products — proven in hotels and factories, in schools and commercial buildings across Canada — are described here. If you would like further information, please call or write us at any time — or ask your McKemco man for details.

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A quality, economical compound. Gets dishes clean and free from stains, and keeps machines free from scale. Does an excellent washing job, even in hard water areas.

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D.W. Compound
McKemco Glass Foam
Buckeye Dysh

Whether you prefer a soap powder, or synthetic detergent powder or a synthetic detergent liquid, McKague products will give you complete satisfaction.

McKemco Spec. Hand D.W. Compound — a true soap powder that **really** cuts grease and gives you plenty of suds.

McKemco Glass Foam—a synthetic detergent washing powder that rapidly cuts grease, gives you all the suds you need, and will not clog drains or septic tanks.

Buckeye Dysh — a concentrated liquid detergent that makes hand washing easier than ever. Suds up instantly in any kind of water, removes built-up grease in a jiffy, washes dishes, glasses, silverware, pots and pans — sparkling, hygienically clean. Can be teamed with the **BUCKEYE DYJET,** a finger-tip faucet dispenser to provide foamy grease-cutting suds or crystal-clear water at a touch. Will not clog drains or septic tanks. And it's **lotionized** to protect hands from dryness and chapping.

SANITIZING

Ordinary cleaning procedures aren't sufficient to keep your camp **hygienically clean.** The regular use of good sanitizing agents is also required. The McKemco agents listed below perform a two-fold task. Besides killing bacteria and germs and preventing the spread of infection, they also effectively deodorize.

All dishes washed by hand should be sanitized after washing. Shower stall floors, and floors of rooms and cabins need sanitizing to prevent the spread of athlete's foot. Table tops, garbage cans, commodes, kitchen equipment — all need careful sanitizing regularly. A single case of infection can destroy years of goodwill.

McKague offer you a wide choice of sanitizing agents, that are both proven effective **and** extremely economical.

Roccal—an odorless liquid, used one fluid ounce to three gallons as a dip solution or one ounce per gallon as a spray solution.

McKem-Chlor—a chlorine sanitizer and deodorant powder, use 2½ level tablespoonfuls per gallon of water as a washing, sanitizing and deodorant.

Buckeye Germelim — a liquid soap with pine oil added to give an effective floor washing solution — used three ounces per gallon of water.

H.T.H. 15—a calcium hypochlorite powder for preparing solutions for de-staining dishes, coffee and tin pots, excellent for deodorizing garbage cans.

McKemco Special Lye — a special caustic for use in chemical toilets and outhouses.

Chloride of Lime—has many camp uses.

Sodium Hypochlorite—(12% available chlorine) has many camp uses, as a laundry bleach, dish de-staining solution, general germicide.

Proper usage of the above materials assures germ free, sanitary conditions throughout your camp.

TASTIER FOOD

Special anti-oxidents have been developed to make food tastier and more appetizing. The use of these new products will go a long way to make your vacationers talk favorably about their stay with you!

Whitato — an anti-oxident that keeps potatoes, vegetables and fruit in their original state of freshness without darkening after peeling and cutting. Storage in water is not necessary and original freshness is retained, from 12 to 18 hours without refrigeration and for several days with refrigeration.

Anco-X—an oil anti-oxident that increases the life of cooking fats or oils, doubles their normal usage and also eliminates stale fat tastes.

Anco-10 — a meat tenderizer that makes the good cuts of meat taste better and the cheaper cuts taste like the more expensive cuts.

Anco Brown and Tender — a meat tenderizer that also improves the browning and flavour of all cuts of meat.

LAUNDRY PRODUCTS

Clean clothes are a must at a well run camp. McKague's can supply you with all the products you need —a complete line of all laundry chemicals and supplies, and even laundry machinery.

McKemco Laundry Soap Powder — an excellent built laundry soap powder containing a high percentage of soap along with water softening agents.

McKemco Wool Foam—a synthetic detergent in powder form with water softening agents. Excellent for all laundry work, bedding, towels, body clothes as well as woollens.

MISCELLANEOUS SUPPLIES

McKemco can supply many other products to help assure utmost cleanliness and hygiene. Grill cleaners — insecticides — septic tank activators — swimming pool supplies — you can make McKague your one supplier — for **all** your requirements. Deliveries are prompt and prices are highly competitive. Ask your McKemco man for details.

Anco G. C.—for cleaning grills and deep fryers.

Bionetic Septic Tank Activator — Non-caustic, non-poisonous, non-

corrosive, harmless to plumbing. Keeps septic tanks working to top efficiency.

McKemco 5% Residual Fly Spray— a residual spray to eliminate flies, mosquitoes, roaches, etc. Spray doorways, window frames, screens, garbage disposal heaps, etc. regularly.

McKemco Roach Powder — used regularly, provides complete control of roaches.

For Swimming Pools—An attractive and sanitary swimming pool calls for special chemicals, properly used. McKague can supply you with a complete range of products, complete with instructions for effective, economical use.

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Algae Control	McKemco Algaecide or Roccal
Filtration	Celite No. 545* or Hyflo Super-Cel*
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Test Kits	Taylor Test Kits—Model A. McKemco Pool Test Kit.

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COOKING WITH FOIL . . .

Reprinted from The Scout Leader

Perfect meals for hike or overnight —no pots or pans to carry—no dishes to wash afterwards. How does that sound to you? Sweet but impossible? Not at all—if you go in for aluminum foil cookery. If you want a meal of meat and potatoes for instance, you simply wrap them in a double thickness of foil and place the package in hot coals. When done, the foil itself is your plate. If it's bacon and eggs you desire, you crimp up the edges of a double sheet of foil and use that for a pan. If you want a cup of steaming cocoa you can make a pot from two thicknesses of foil, by folding it the way you fold a square of paper into a drinking cup, then flatten the bottom. The pot goes into the coals.

Steaks, chops, fish, vegetables of all kinds, biscuits, short-cake, small pies, baked fruit—the sky's the limit.

The fire is the important thing! You need COALS — just right for the dish you intend to cook. At first, open up your package from time to time to check progress of the cooking and until eventually after a couple of times you become an expert.

BAKED APPLE AND
BAKED BANANA

Fruit makes excellent dessert. Cut a "lid" off the top of an apple, remove core, sprinkle in a teaspoon of sugar. Place in the middle of a piece of foil, bring corners up over apple, then twist them together. Wrap up banana, skin and all, in a piece of foil. Place wrapped up fruit in hot coals. Apple bakes in about 30 minutes, banana in 10 minutes. Serve in the foil.

Aluminum foil may be bought in most hardware, grocery and department stores. It comes in boxes like waxed paper 12 inches wide, 75 feet long. Instead of taking a whole roll hiking, cut off what you need. Fold up "utensils" in advance and throw them in your rucsac. Most dishes can be fixed at home.

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HOW WE . . .

COPE WITH STAFF RECREATION

Ron Johnstone, London YMCA

London YMCA-YWCA operates Camp Queen Elizabeth on Beausoleil Island in Georgian Bay, near Honey Harbour. The Camp has a staff of fourteen counsellors, nine program specialists and nine service and medical staff. Since the staff is a relatively small and cohesive group, the majority of the in-camp recreation is informal and centers around the staff lounge with its books and its record player.

A Junior Honey Harbour Association was formed on a co-operative basis with the young people of the District. The association has two main functions, firstly, to operate a good quality young people's dance and recreation program three times per week and secondly, to sponsor the local August 1st Regatta. The Camp co-operates on both of these projects.

This organization gives our staff an excellent opportunity for fellowship on their days off. Those off duty on the dance nights have the privilege of attending a good quality dance with their own age group.

The first Association party is held each year in the Camp Rec. Hall in the week before Camp starts. This party usually has 80 - 90 district young people in attendance. It takes the form of a dance party followed by cocoa and cookies with a song-fest around the fire to close off. We have found that the district young people have developed a great interest and respect for the Camp. The party enables our staff to renew old acquaintances and make new friends.

On the alternate dance nights one of the local lodges operates program and welcomes our staff participation. I might stress that considerable effort has gone into insuring and promoting the good name and reputation of the Camp and the Camp Staff.

In-Camp recreation is directed by the Senior Staff and twice weekly special 'feeds' and programs are planned. These usually take the form of party games and often close around the fireplace with quiet songs and discussion.

The camping day is organized and busy. The busiest people in camp are the counsellors. By mutual agreement our counsellors have decided that they should be early to bed before any day off since the next night is liable to be a late one. We are constantly battling fatigue even in our senior staff. We recognize, to do a complete camping job, that full rest is vitally important. With this in mind our usual evenings are very relaxing and the staff is in bed by 11:30 p.m. and usually before. This bed time is a staff council decision.

A minimum of planned recreation is needed. I believe that in a Camp, of this size, that the responsibility for staff recreation lies with the director and the staff council. Since a well-rested happy staff is necessary for a well-operated Camping program this business of staff recreation should be of major importance to the Camp Director, and not just another incidental item of operation.

HOW WE . . .

COPE WITH DETAILS

Elizabeth W. Raymer
Camp Tanamakoon

In addition to the overall detailed organization of a camp for a smooth running season, there is a welter of unclassifiable, almost microscopic detail which must be covered by the directors. Sometimes a seemingly small thing, if overlooked, can create confusion and inconvenience. The method described here can be adapted to cover any department of camp supervision. In this example we are concerned with details which a camp director wishes to make known to counsellors and campers.

Before camp opens in 1961 take a loose-leaf notebook and prepare one page for each day of the season, including pre-camp and post-camp. Jot down under the appropriate date every conceivable item which will require attention. After camp is in session keep the notebook handy and enter anything which comes to your notice.

Every day, consult your notebook and no matter how busy you are, you will be able to prepare a calm and collected agenda. You will of course have your own mechanics for communicating this information to counsellors and campers, (Someone should write an article!)

At the conclusion of the camp season do not cast this notebook aside. Preserve it carefully and use it for reference in making up your notebook for 1962.

Here is an example:—

FRIDAY—JULY 10

Counsellors

1. Buffet supper tomorrow Procedure, serving, clean up.
2. Tomorrow change seating in dining room. New lists ready today.
3. Campers' laundry goes out today.
4. Parents visiting today— Mr. and Mrs. James Mrs. Henry
5. Repairs—any broken beds in camp?
6. Advance notice — Park Naturalists will be here July 14th.
7. Are all safety rules being observed?

Campers

1. Buffet supper tomorrow—how we do it.
2. New table lists posted before dinner.
3. Your laundry goes out today. Be sure to observe all your counsellor's instructions.
4. Aerosol containers — where to put empty ones.
5. Talk on Tonakela in preparation for Sunday offering.
6. Did anyone hear the owl last night?
7. Council fire tonight. Bring blanket, ground sheet and flashlight.
8. Have you collected ideas for your Sunday letter home?

TO SPRAY
or NOT to SPRAY . . .

Audubon Society of Canada

Few conservation questions of our time have attracted more attention than the modern practice of broadcasting highly toxic chemicals in efforts to control nuisance insects and other forms of life. The interest of Audubon Society in this matter centres about the effects of pesticides on wildlife.

Man has to a very great measure become the manipulator of his own environment. Sometimes, in the best interest of human affairs, it is necessary to take local control measures against forms that become super-abundant. The use of toxic chemicals as one form of control has become established, and it is here to stay.

The concern of many conservationists over chemical pesticides is not in the poisons themselves, but rather in some of the methods of their application, and also in a potentially dangerous philosophy which has developed within the period of their increasingly widespread use. In the minds of far too many people, pesticides have become a sort of panacea for all that ails the field, the forest, the vegetable garden. This apparently growing blind faith in chemical poisons has often led to their use without adequate prior consideration of the risks involved.

Research in this field is very limited, particularly in Canada. From what has been learned already, however, it is safe to say that the indiscriminate and wholesale use of chemical pesticides could represent one of the most sweeping threats to wildlife yet experienced in human history. Shockingly great kills of invertebrates, fishes, birds and other animals as the result of careless or massive spraying programs are well documented.*

Some destruction of wildlife has been the result of direct toxicity—the poisoning of animals other than or in addition to the target species. Some has resulted from the elimination of food supply. Even more dangerous, however, may be the long-term cumulative effects of some chemicals, including chlorinated hydrocarbons of the DDT group. Repeated sub-lethal doses of some of these preparations can accumulate in living tissue, with effects that can be seen later in reproductive success, viability of offspring, etc. Still other effects can be seen in natural "food-chains".

One example of this has been carefully worked out in connection with DDT spraying for Dutch elm disease. Poison is left on the leaves of the trees; the leaves fall to the ground in the autumn; earthworms eat the leaf litter, absorbing the poison; the following spring the still-living earthworms are eaten by robins; the robins die of DDT poisoning. In Michigan and elsewhere, whole local populations of robins have been wiped out in this way. Fish-eating birds have also been eliminated in regions where heavy spraying pro-

grams have been conducted. They acquired the poison through eating contaminated fish.

There is a mounting body of evidence of reproductive failure in birds due to exposure of insecticides. Accumulations of poison have been found in the reproductive organs of both captive and wild birds. Laboratory tests with pheasants and quail have shown that exposure to chemical pesticides can result in a drop in egg production, a drop in egg fertility, and an increase in chick mortality.

Unfortunately, most research and other investigation into the problem has been after the fact, rather than before it. Damage to wildlife has usually been assessed following a spray program, and there has been insufficient attempt made to gauge the hazard in advance, through controlled experimentation.

In the final analysis, the only lasting and harmless checks on "pest" species will be those in which we put nature to work, in the form of parasites, predators, and other biological agents. Some extremely interesting research is going forward in this direction, and some fascinating techniques are now being worked out. However, until we have adequate biological controls available, we must keep a close watch over the careless or indiscriminate use of pesticides.

If we do not exercise extreme care, we could bring about a catastrophic state of natural imbalance. Its effects could well be much more serious than the depredations of the animals we now seek (so often in futility) to control through chemical poisons. If we *must* use toxic chemicals, let us remember that pinpointed rifle shooting is much more selective than massive, all-inclusive shotgun fire.

*—See "Canadian Audubon" magazine, Mar.-Apr., 1961. Audubon Society of Canada, 423 Sherbourne Street, Toronto 5.

—●

HE FOLLOWED INSTRUCTIONS

The Washington Biological Society, which puts metal bands on wild birds to study their migratory habits, recently ordered new bands with different and more detailed wording.

The new metal bands now read, "Notify Fish and Wildlife Services, Washington, D.C." Formerly, the bands said simply, "Wash. Biol. Surv."

Unofficial explanation of the change is that an irate citizen's letter complained: "Sir, I shot down one of your pet crows, and followed instructions. I washed it, biled it, and surved it. It was terrible. Stop fooling the people!"

—Reprinted from SYLVA *Magazine.*

"FOOTPRINTS on the Sands of Time"

Reprinted from
The Young Naturalist

A collection of plaster casts of tracks can be made with very little skill or equipment, and it provides a splendid object for outdoors activities.

Even around towns and cities there are many creatures which leave the impression of their feet in their wanderings. The best place to find these tracks is in the smooth mud on the banks of streams, or the level surface of the wave-washed sand beaches. Of course, freshly-fallen snow reveals the most, but as you will see, such tracks do not suit our purpose for the time being at least.

A good way to secure tracks and trails is to smooth out a level area either on mud or sand and bait it with a scrap of meat. Then visit the spot the following morning for the story of what happened during the night.

When you have selected the impression you want from several tracks which may be left, carefully pick out any twigs or leaves, then surround it with wall or fence of strips of cardboard, either in circle or rectangle, at a reasonable distance from the track. Into one side of this pour a mixture of plaster of paris in form of batter, and let flow over the track. This batter should be thin enough to pour freely and thick enough to settle evenly and quickly. You can make it settle well into all the lines and creases of the track by patting the plaster lightly as if you were making a mud pie. The semi-fluid batter ought to settle and harden in about 10 minutes, especially on a sunny day.

When set, carefully lift the cast out of the wall and allow it to dry completely. A little gentle heating at home later will hasten this. Of course some of the mud or sand will be found clinging to the cast and this can be taken off carefully with running water. Now trim off the whole piece and you will have a replica of the track made by the animal.

But your trophy is still only half-made, for this replica is all in reverse —it is raised where the animal made hollows. You must reverse your own work to get back to the original. When the cast is thoroughly dry smear grease or vaseline over the surface and wipe it off well, leaving a thin film of grease, so thin that none of the delicate wrinkles or lines of the track are filled up. This greasing is very important. Without it the two casts stick firmly together and cannot be separated. Now around the trimmed edges fasten a wall as you did in the mud or sand and pour over it a second batter of plaster of paris. Tap the whole lightly so it will settle down and let dry until quite hard. Now with a thin knife carefully separate the two casts and you will have a perfect impression of the animal's track you found outdoors.

—●

1961 BOOKS FOR CAMPS

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JOINT CHARTER — QUEBEC CAMPING ASSOCIATION INC.— L'ASSOCIATION DES CAMPS DU QUEBEC INC.

The Quebec Camping Association formed on February 11, 1937, had been planning for some time to apply for incorporation and become a chartered affiliate of the Canadian Camping Association (originally founded in Toronto in 1936), when it learned that the French group—L'Association des Camps du Quebec—founded about three years ago, were interested in joining with them in obtaining a Charter. Both groups recognized that a united and incorporated group could be of mutual benefit and accomplish more for the camping movement in any contacts with Provincial Government Departments.

Early in June, 1960, the first steps were taken towards incorporation of the Association to be known as "Quebec Camping Association Inc.—L'Association des Camps du Quebec Inc.", and during the summer all legal points were studied and settled. There was great rejoicing in Quebec when the Application for the Charter was finally completed and signed on November 26, 1960, at a Conference held by the French Section. The Application for the Charter was signed by Mrs. Alta R. Kahn, President, Quebec Camping Association, Mr. Kenneth Murray, immediate Past-President, L'Abbe Raoul Cloutier. Priest and Director of Camp-Ecole Trois-Saumons, and Mr. Rene Saint-Onge, President, L'Association des Camps du Quebec. On November 28, 1960, formal application was made and on January 9, 1961, we received notification that the granting of the Charter had been approved. Thus another chapter in the history of camping in the Province of Quebec has been written. The English and French Sections will each operate independently but will have a joint Board to deal with matters affecting the whole camping movement in the Province of Quebec.

This achievement augurs well for the future of camping in the Province of Quebec and is the culmination of two years of effort on the part of the Charter Committee under the Chairmanship of Mr. Ernie Freedman, ably assisted by Mr. Tony Shorgan, Mr. Kenneth Murray, L'Abbe Raoul Cloutier, Mrs. Alta R. Kahn and Mr. F. M. Van Wagner, President, Canadian Camping Association, whose advice and counsel helped immeasurably in this effort.

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INDIAN DAY

Ontario Camp for Retarded Children

by June Braaten, Camp Director

It is 2:00 p.m. Almost everything is in readiness for the long awaited Indian Day at Camp Belwood, where sixty seriously retarded boys from all parts of Ontario have come to spend three happy weeks. It is rest hour, and all is quiet.

The Ontario Association for Retarded Children administers this Camp on a site loaned by the Guelph Kiwanis Club. It is also subsidized by a generous grant from the Ontario Lodges and Chapters, Loyal Order of Moose. The youngest campers who are eight years old are asleep, and even the oldest campers of eighteen years are resting, for these youngsters are not used to the amount of fine physical activity that this camp provides regularly each day in the program — tumbling, learning games' skills, hiking and swimming. There is more than one reason why they do not have as much exercise as other children.

At home, because their handicap makes it impossible for them to "keep up", most have never played successfully with neighbourhood children of their own age. The need for constant supervision also prevents them from being allowed to romp with the gang. Instead they sit looking at TV or, from a window or porch, watching other children play. Another possibility for exercise, just walking to school, is not even for them. The fact that this one per cent of our population is scattered throughout the community necessitates that they be picked up and brought home in taxis or buses from their special schools. Thus, these children need very badly the kind of active program a good camp can provide. However, at first they become tired easily, so rest must be provided. They must have their rest hour, even on this exciting day. It is essential.

The counsellors and senior staff are not resting on this day, however. This climactic Indian pow-wow has special meaning for them. Every ounce of energy is going into making this the best day ever for the campers whom they have grown to love! These dedicated young people, with a spirit for adventure, and the desire to do something for a handicapped child, have come to Camp Belwood. Most of them have had no previous experience with retarded children, but have been camp counsellors before. The Ontario Association for Retarded Children is grateful to these young people who have had experience at other Ontario camps, for it is obvious that this Association does not have the happy situation of "being able to grow its own staff" from its campers. The fine training course at the Ontario Dept. of Education camp at Bark Lake is a great help too.

One of the counsellors in each cabin (which houses two counsellors and six campers) is quietly checking the costumes which each of his *three* campers has prepared with much help, during craft periods. Counsellors must supervise their own campers at all times with

the exception of rest hour, when one counsellor may stay with the six campers, or in the evening when there is a patrol. So, at this time, the other counsellor in each cabin is out performing one of the many last minute duties, such as finishing the tribal sign painted on heavy craft paper, for the outside of the cabin; assisting the Nature Lore Director to check the fireplaces which each program group prepared for the Indian feast during the previous day's hike on the lakeshore; helping the Craft Director mix the lard and gaudily coloured tempera make-up for the older braves, and just plain tempera for the younger braves; checking the routine for the Indian fire dance with the Dramatics Director (a very simple version had been practiced and practiced in the dramatics period—repetition being an important principle in a retarded child's learning); putting the final touches to small plaster of paris circular moulds, on which is painted the various tribal signs, and which are destined to be presented to all the braves later; collecting the props for the Games Director's session of Indian Games, or checking the lean-to of heavy craft paper which has been painted with Indian signs, laced between a frame of branches and made to stand behind each of the tribal fireplaces, which have been prepared around the main ceremonial fire.

The Director and Program Director have checked the whole schedule and are busy getting into their own costumes which were made at a staff-bee late last night.

The moment has arrived. The wake-up whistle sounds, and suddenly peace is supplanted by the sound of excited voices asking questions. Knowing counsellors insist that campers must wash as usual. Then costumes are donned with much glee. Senior staff arrive at the cabins with the make-up on trays. Someone carries a mirror (the retarded child must see to understand. His physical senses are the means by which he learns). What fun to get painted! And when his counsellor dons the war paint, too, his joy is complete. Finally, everyone is ready. The Great Chief (Program Director) and other senior staff, and kitchen staff in costume proceed solemnly in single file to the central area. They begin a circle around the flag-pole. The Chief utters a thunderous call. The braves answer and proceed to the circle. When all have assembled, the entire nation begins a slow dance around the pole. They stop at a sign from the Great Chief, who turns, faces the great totem and exclaims, "O Great Manitou, bless us in our Indian games". After kneeling and bowing once, the Chief exclaims, "Go, braves. Let the Belwood games begin."

For a gay hour, the braves proceed in single file, Indian style from one game to the next, until each group has participated in five Indian games. (Even this simple routine has taken two weeks to master in dramatics periods). The staff remembers that, on this exciting day, they must include some of the regular camp routines, for routine is the foundation on which the retarded child's learning is built, and from whence a feeling of security comes. Now the time has come when even an Indian brave must go to the washroom.

Soon all the tribes are gathered at the dining hall door. They chant an Indianized version of "Cumbiah Lord". It was learned in sing-song period, first very slowly and bit by bit, but in the end even seriously retarded children know the words and sing, not all in tune, but in time.

The kitchen staff, who have all fallen in love with their family of campers.

→

pass out the boxes of food. The tribes then file down to the shore where the special fireplaces are ready for cooking the feast of:

Roast Potatoes (baked in oven, but now thrown into ashes for effect)

Corn-on-the Cob (pre-cooked but still in 105 oz. cans with some boiling water—to be placed on the stones near the fire)

Venison (hunks of Kam to be roasted on sticks, which have been procured previously on a nature-hike)

Fire Water (fruit drink in bottle jugs)

Bananas (real bananas)

Cookies and buttered bread (filler-uppers)

After another familiar wash-room routine, the braves are ready once again for the evening council ring. One of each of the cabin counsellors has taken blankets enough for his cabin tribe and placed them by their lean-to. Even on this special day, he remembers that it is important to see that his campers do not take a chill in the cool night air, for they (especially the mongoloids) are very susceptible to respiratory infection.

The tribes gather, each in a single line, on the hilltop overlooking the scene for the ceremonial fire. It is dusk and the sky on this night of nights is filled with all the colours of a glorious sunset, as if reflecting the many hues of the braves' war paint.

The ceremony for the gathering of the tribes is about to begin. Princess Happy Fire (one of the kitchen girls) lights a roman candle by each tribal fire in turn, as Chief Big Noise (Craft Director) beats on a huge decorated drum. The Great Chief calls "How". Each tribe in turn calls back "How" and proceeds to his place around his own fire. The braves are not afraid but full of awe in the presence of this ritual, just as any other children would be. They are silent.

The torchbearers (senior staff and two counsellors) enter. They are benevolent medicine men. Around the tribes they circle, their bodies bending and swaying with their torches. They touch each tribal fireplace with their torches. Now all the tribal fires are blazing. They pass again dropping powder on each fire. Now the flames are blue in the gathering darkness.

The torchbearers, torches held high, turn their eyes to the lake. What do they see? — a boat approaches. They run to the water's edge and light the way for the boat—a boat which moves without oarsmen (counsellors are swimming and pushing the boat), in the helm of which stands a white goddess. They assist her to shore, (the Camp Director has changed to the white gown of an Indian goddess) and escort her to the great totem. The goddess speaks to the Indian nation and expresses, in very simple language, her pleasure at the fine behaviour of all the braves and blesses them all. The braves in turn sing "We are the Redmen" then "Jesus Loves the Little Children of the World" (a favourite in their Sunday service).

Now the moment has arrived when each tribe gives thanks to the gods. Each group has painstakingly practiced a very simple dance for almost three weeks, just one step but it is enough and very effective, because this simple dance, which seemed nothing much in Dramatics periods, now is combined with the night, the fire, the war paint, costumes and a background of Indian chiefs, medicine men and Indian maidens. The "Spear Tribe" is first to present its dance. At the end, they throw their spears beyond the totem. Each tribe in turn performs its simple dance and offers its gift at the totem. In between dances there are special features. The Director portrays an Indian Maiden, "Little White Dove"

turn to page 138

from page 101

posing the camper to the best possible environment in which these appreciations can be fostered.

The physical setting of the camp can do much toward this end. Spreading out camp buildings and retaining much of the natural setting about them is but one example of how this might be accomplished. Locating campfire areas with an excellent view of the lake at sundown is another.

Subtle planning on the part of those in charge of program may be the key to strengthening the youngster's awareness of the beauty of nature. Experienced campfire leaders know, for example, that small campfire groups are better than large ones, and that the more boisterous part of the campfire program should be planned for the early part of the evening.

In attempting to evaluate what the camper expects of camp, our list could be extended indefinitely. The author has chosen to mention but four which he believes stand high on the camper's list. Unless we can truthfully say that camp fulfills each of these wants in some good measure, there must be serious questions as to whether we have the right to use the phrase "camp experience".

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CORRECTION

Water Chlorination and testing kit mentioned on page 79 of February, 1961 issue of Canadian Camping is now FREE. Write Central Laboratories, 360 Christie Street, Toronto, Ontario.

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WHAT IS DAY CAMPING?

Eleanor Reesor,
Chairman of Social Planning Council
Day Camp Committee

Day Camping is an organized camping program carried on under qualified leadership in a permanent, outdoor campsite e.g., a park, wooded ravine, shady hill area on a farm, or in a quiet wood.

As its name implies, the Day Campers travel to and from the designated campsite each week day for an established period of one, two or more weeks. Special "sleep-outs", usually one per camp period, provide the only occasion for staying *overnight* on the campsite or in some other suitable location. Some Day Camp Directors prefer to leave this "sleeping out" experience to Residence Camps.

During the past twenty-five years, there has been a phenomenal growth in the Day Camp movement in all parts of Canada and the United States.

Day Camps are usually sponsored by "non-profit" organizations such as settlement houses, churches, Y.M.C.A.'s, Y.W.C.A.'s, Y.M.-Y.W.H.A.'s, service clubs and municipal recreation departments. Sometimes two of these groups will combine to be co-sponsors of certain Day Camps, e.g. a service club may totally finance one camp period, or more commonly choose to underwrite specific costs such as rentals of swimming pools, or to provide arts and craft supplies or free milk.

There are three major reasons for organizations requiring financial support from interested community groups:

(1) Operating costs for Day Camps, like everything else, have risen steadily in recent years, especially the bus transportation to and from the most desirable out-of-town campsites. Ironically, as a big city grows, Day Camp operators have to travel farther and farther away in order to find suitable sites for good Day Camp programs.

(2) Voluntary agencies like the three Y's and settlement houses or the municipal recreation departments don't want to make money on their Day Camps, but they do have to break even; therefore, to keep the camp fees low enough for the children who need camp *most,* many Day Camps have operating deficits. Here is where additional financial support is urgently needed from service clubs or any interested individuals.

(3) Any voluntary agency or municipal recreation department welcomes interest and support from groups or individuals in their "home" communities. Naturally, the more people who really know about our important Day Camp programs, the better is the community's understanding of the value of day camping generally.

It is unfortunate that some organizations unwittingly confuse their "vacation, summer fun, or stay-at-home" clubs with bona-fide Day Camps. A playground program or regular winter program activities merely transplanted out-of-doors into the playground, back-

yard or even centred in the building itself are *not* true Day Camping programs.

Day Camp is a well-organized camping program separate unto itself, with trained leadership and small groups of children of the same age, guided by the same adult counsellor for each camp period.

What are some of the values of a good Day Camp program? Traditionally, Day Camping is an out-door program for small groups of children. It provides an opportunity for boys and girls to develop some camping skills and serves as an introduction to residence camping, at a minimal cost. (Day Camp fees range from $2.50 - $9.00 per week, which covers transportation, swimming, craft supplies and fresh milk every noon hour.)

Within the last three or four years, *"private"* Day Camps have made their appearance on the local scene of some big Canadian cities. These camps are operated, as any business, for a profit, and their fees sometimes run as high as $30 per week. In fairness, it must be reported that some of these "private" Day Camps offer more elaborate facilities and older, better-paid counsellors.

Day Camping, in my opinion, can serve as a wonderful introduction to the fuller experience of going away to stay at a Residence Camp. As a result of good Day Camp experience, I believe that more and more Canadian boys and girls will be oriented to the joys of outdoor living and will want to try Residence Camps when older (the children, not the camps).

The Directors and Staff of both Day and Residence Camps share many hopes and goals *in common* for their campers. They both try to run "camper-centred" programs, guarding against intensely competitive approaches to teaching specific skills. Conversely, they both realize that children need plenty of opportunities under skilled and sympathetic instruction to learn new skills. Children usually welcome the adventure, achievement, recognition, self-confidence and fun which skills can bring to them. Hopefully, the directors and camp staffs, in either setting, recognize that children have many *different* kinds of needs, e.g., intellectual, emotional and social, as well as the more evident physical needs; both staffs have as their objectives, the health, happiness and physical safety *at all times* of the campers under their supervision and care.

Many Day Camp directors acknowledge their indebtedness to the more experienced Residence Camp personnel, who have so generously shared their knowledge and rich experience in *Camp Planning Programs,* good health and safety standards and the importance of training both before camp and later, on the job, for counsellors. Just how Day Camps have adapted some of these basic principles to their own unique setting will be covered by succeeding writers in this new series of articles on Day Camping.

The average age range for day campers is eight to twelve years. However, some Day Camp directors, either from conviction or budget problems, may stretch the minimum to six and the maximum to fourteen. If the campers are *under six,* I really feel that it is little more than an outdoor baby-sitting service. The psychologists agree that under six, most boys and girls are not ready for an organized group experience lasting for any substantial period of time. Certainly some six year olds may play some group games together quite happily, for an hour or two at a birthday party, but a special social occasion like a party, is a far cry from a full day of seven hours of varied pro-

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gram at Day Camp. However, we are all familiar with the extenuating circumstances which accompany any policy or rule, and when a prospective Day Camper's parents have family problems of ill health, recent operations, a death in the family or more cheerfully, a new baby at home, camp directors should and do, I'm sure, give special consideration to such individual cases.

Some parents and educators favour "separate sex" Day Camps for boys and girls, believing that during the ages from eight to twelve, one of the development tasks in Professor Havinghurst's list, is "for a child to develop an appropriate feminine or masculine role," naturally, while the child struggles to sort out for himself or herself "what it really means to be a boy or girl". This process is facilitated by close, living experience with other children and adults of the *same sex*. This is why most qualified camp directors prefer to have male counsellors with boys and female counsellors with girls—healthy, happy, well-adjusted men and women who enjoy being male or female, and who do *not secretly* or overtly wish that they had been born into the opposite sex. Growing boys and girls need good adult leaders of *their own sex* to identify with.

Some camps for boys err seriously in this, I believe, when they hire teenaged girls to act as counsellors with eight to twelve year old boys, merely because these girls will work *for less money* than male counsellors.

Previously, I said that both Day and Residence Camp Directors hold many goals and objectives *in common.*

In closing may I point out some of the unique values of Day Camping:—It provides an excellent introduction to outdoor living for young city children, some of whom will *never*

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get away to any Residence Camp. It provides a very helpful introduction to camping in general and teaches some of the beginning camping skills, e.g., learning to swim, tracking, outdoor cooking, etc. It allows many young girls and boys to have some camping experience and still be able to go away with their families on vacation. It allows older boys who have paper routes or week-end delivery jobs to come to Day Camp and still hold their jobs. This same value holds for older girls who may be needed by their mothers after camp to help out with light household chores or to share in the care of younger brothers and sisters. Day Camping is relatively inexpensive, so it is possible for *more* boys and girls to attend Camp and for a *longer* period of time.

Many city children have little opportunity to learn to appreciate the beauties of Nature and to protect and conserve them. Nature's laws is one of the richest and most significant by-products of any good camping experience. This love of Nature shows through one of the Y.W.C.A. Day Camp Reports which came to my desk in 1959, from Mrs. Judith Sule, Day Camp Director "par excellence". "Our campsite is a truly natural forest, situated on Manse Road, in West Hill. It has tall trees, a happy, little clean creek, hills and valleys which are a joy to explore and on occasion are inhabited by fat rabbits, curious raccoons, disgusted blue jays and inquisitive squirrels who appeared regularly to share lnuches with our girls".

From even this brief, delightful excerpt, one knows immediately that here is a Day Camp Director who loves her campers, her job and all of the infinite wonders of the beautiful world around her.

Good health and sunny weather to all Canadian Campers in 1961!

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Survival Camping

Kirk A. W. Wipper
Camp Kandalore

No doubt, the initial and immediate reaction to the prospect of survival camping may be somewhat unfavorable. It is admitted at the outset, that few campers will likely be faced with a need to exist in the wilderness without regular food sources. Nonetheless, this possibility, although remote, is real. Men of the Armed Forces and anyone who has been lost in the woods would verify the need for some knowledge and skill in survival for emergencies.

The real value, however, lies essentially in the sense of adventure aroused, and in the motivation created for campers to familiarize themselves with the natural surroundings. Wildlife, woodlore, campcraft, orienteering and conservation take on new dimensions through survival camping. Natural foods obviously cannot be contemplated without a very thorough knowledge of flora and fauna, their possibilities and limitations. In survival camping, it must be acknowledged that food is a very basic item. Similarly it follows that any of the more creative methods of campcraft become important in such camping. For example, it may be necessary to start a fire without matches or to boil water in a container made from natural objects or to devise ways and means of finding and preparing food, shelter, or even protective clothing.

Furthermore, the problems of survival become very real to participants in this aspect of camping. It might well be anticipated that a far greater interest in orienteering and woodlore should result. The true value of a compass with the protection and opportunities it offers must certainly be realized in this context. In short, it can be expected that campers will gain a new enthusiasm in camping activities which did not appear to be practical and useful for regular camping.

The difficulties inherent in being lost also demonstrate the importance of not getting lost. A camper does learn that there are risks and hazards involved in careless management in the wilderness. This too can be counted as a useful product of survival. Conservation of natural resources should also receive more attention from campers who indulge in this experience. Obviously indifference to intelligent protection of flora and

fauna may lead to depletion of natural things essential to survival.

Attitudes resulting from survival camping cannot be disregarded. There is a unique feeling of realizing one's very definite dependence on the natural world; it is a sensation of indescribable effect. Here terms are reduced to fundamentals and the individual invariably becomes grateful indeed, for the generosity of the environment. Of course, this inspiration is only available to those who can muster the utmost imagination, initiative and resourcefulness. It is an adventure as long as the participant can meet the challenge adequately. However, the adventure becomes hardship if the survival camper fails to meet the situation with intelligence, courage, skill and experience.

Survival camping is not entirely a serious affair. In the pursuit of each day's means for livelihood, many hilarious predicaments arise. The simple objective of capturing and finding food without standard equipment leads to extremely funny incidents. Only those willing to attempt this unique kind of camping may enjoy the sheer fun of it all. A sense of humour is, indeed, an

Finally it should be pointed out that unseasoned, inexperienced campers should not be encouraged to attempt survival camping. This is a privilege for those who have made adequate preparation over a reasonable period of time. The excerpt which follows does suggest something of the unique adventure of survival camping and does demonstrate that any investment of time and effort in this sort of camping is appropriately rewarded.

VOYAGE MERGANSER

"During the first week of September 1960, two Norwesters "lived off the land" in Algonquin Park (Permission from the proper authorities was obtained). This was not a sudden impulse or an idea conceived in a moment of foolhardiness, but rather a well thought out survival expedition. Since both members shared a fetish for the great outdoors, they spent the summer teaching survival methods such as identifying edible plant and animal life, primitive fire methods, natural shelters and birchbark utensils. However, they were anxious to put their knowledge to the test under proper circumstances. So, setting out with just an axe, a knife, some piano wire (for snares) and a few miscellaneous articles such as pen and paper for the log, they began a seven day trip. All articles such as food and matches were strictly tabooed.

"Reaching their chosen destination, a remote arm of Timberwolf Lake, they proceeded to set up a base camp.

"A suitable location was found on a very heavily wooded point. They constructed there a shelter from spruce poles and lashed them with *watap* (peeled spruce roots). Balsam bows were spread lavishly over the small flat floor to ensure good sleeping (which incidentally is very important). Their first meal consisted of a duck which was killed by a thrown stone, and boiled cattail roots which are a good potato substitute. Future meals consisted of such delicacies as wild raspberries and blueberries, tender green (wood-sorrel) violet, trillium, plantain, pad-leaf orchid and so forth. Roasted nuts, fish and even crayfish, makes one think twice before going back to lobster. Most meals and all evenings were topped off by a hot drink of wintergreen or labrador tea. These, of course, are only a few of the more palatable things they ate. They both lived like kings for a week and are looking forward to getting back out at the first possible opportunity."

—•

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The Kayak in Camp

Hart M. Devenney, M.A.

It has been our good fortune during the past two summers at the Ontario Camp Leadership Centre to have been introduced to, what was for us anyway, a new type of water equipment. Two guest instructors from England taught us the intricacies of manoeuvering Kayaks—and also how to make them. The challenge to teen age leaders-in-training has resulted in about seven or eight new pieces of equipment being available to the camp.

There are a number of advantages to the use of the kayak which should commend themselves to the consideration of camp directors and program people:

1. They are inexpensive to make; about $30.00 will cover the cost of materials.
2. They are manoeuverable in all kinds of water.
3. They lend themselves to water programs, not only as a challenge in skill, but of interest in boatmanship.
4. They are light.
5. They are safe.
6. They can be made part of most craft shop programs as projects for senior campers.

Your first glance at a kayak tells you, of course, that here is an unmistakably different kind of boat. But it is different in such a way as to allow the users new kinds of boating pleasures. With it you can slip quietly through wooded waters or manoeuvre it like nothing else through a water slalom course. Tricky shallows, submerged logs, rough water, allow it to be "knifed through" the water in effortless paddling. Because the paddler is seated below the water line rather than on top of it, the stability of the kayak is amazing.

There are plans or kits available on the market. Those who are interested should write to the author of this article for further information.

—•

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8. You are ready to go for more air now. Open-scissor your legs to propel yourself upward, and begin raising your head. Don't try to raise your head until your trunk is vertical.

9. To keep your head up while inhaling through your mouth, gently sweep your palms outward and downward smoothly bring your feet together. If you get a little water in your mouth, spurt it out under water between pursed lips.

The American Red Cross and the National Safety Council look on Drownproofing with high favour. It is taught to hundreds of students at Emory University and the University of Indiana each year. In Flint, Mich., it has been taught to 11,780 persons in the last year as part of the school and adult-education programs.

Anyone over the age of four can learn the technique with ease. Advanced age and poor physical condition are no obstacle. —●

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From the very first day, when you travel up with them on the train, right through the camp days, as you follow the forest trails, explore the water-ways and get acquainted with them in their cabin groups, you will have a wonderful opportunity to give to them the things that made camp days such a happy adventure for you, and a glorious memory of fun and friendliness and helpfulness. In other words, you will be called upon to give to the campers of this summer the very best you have.

"Give to the world the best you have
And the best will come back to you!"

So to you, I present a challenge and a warm welcome to the ranks of our leaders. May the coming camp season be the happiest you have ever known. —●

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Royal Life Saving Society

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"The ability to save life is a glorious privilege of a swimmer and many are ever ready to risk their own lives in order to aid others in danger. This ability ought to be cultivated for the danger to the rescuer is thereby minimized. Numbers of gallant men have been drowned in their vain endeavour to rescue because they have not understood the best methods of bringing a drowning person to land, or of releasing themselves from a grip when clutched. Courage and presence of mind are essential. It may be argued that if unpossessed of courage a swimmer would never go out to the rescue of another. That may be so, but it by no means follows that presence of mind under difficulties is inherent in the courageous. To accomplish a rescue with the least possible danger, the two should be combined."

As you read from the above excerpt, printed in 1893, the development of life saving skills has long received consideration. The Royal Life Saving Society has been aware, as have many others, that our programs in Canada lack a course of training for those persons acting as life guards. With the increase in the numbers of people swimming at beaches, camps and pools, this deficiency must be corrected as soon as possible.

The Society has been working on this project for some time now, and should have it in action before the summer season opens.

The program will cover four levels of training and examinations, starting with the 13 year old, tentatively titled Junior Patrol. This provided as a starting point for young swimmers interested in being of service under supervision at a water area. *They are not to be thought of as Life Guards or used as such.* Their interest in this work can be stimulated, however, by other waterfront personnel allowing them to assist with the equipment, checking and generally acquiring training and knowledge suitable for their age. Their examination, geared to this level, will require a superior knowledge and ability in water safety and accident prevention and procedures in an assisting capacity.

The 15 year old, tentatively titled Life Guard Cadet Corps, is designed to enable Bronze Medallion holders, interested in advancing their knowledge and capabilities in this field, to acquire further preparatory training to become a life guard. In line with more maturity than that of the 13 year olds, they can be given the opportunity to use skills they have gained, under adult supervision. The pre-requisites for this examination necessitate study of first aid, artificial respiration and life saving skills. Again, superior ability will be required to pass.

The Society feels that at the age of 17 a person should be mature enough to serve as a life guard. The examination qualifies successful candidates for the Life Guard Corps. The stiff requirements disclose the candidate's capacity to accept the responsibility demanded.

The examination includes a demonstration of Life Saving Techniques. This shows whether or not the candidate has the ability and strength necessary, and whether previous training and accomplishments have been of a high calibre. Through a period of training, preceding the tests, candidates will be required to learn all phases of life saving. In addition, options covering specific phases of interest, such as swimming pools, controlled waterfront, lake or river with open area, will be subjected to thorough study.

The Proficiency examination being developed will cover the administrative and management area of pools and waterfront. This will be at a comparable level in the Life Guard Service to the RLSS highest award, the Diploma.

The Society is fully aware of the tremendous undertaking it is assuming. Handbooks will have to be printed, course and examiners provided. The RLSS does feel, however, that it will be providing the opportunity to raise the standard of employment for this responsible job. We will be most interested in your constructive criticisms. We know that amendments, dictated by experience, will have to be made, but we are endeavouring to keep these to a minimum.

Those in the Society responsible for the production of this program have given it a great deal of study over a lengthy period, but we feel it is of such importance that the long term objective is justified. They feel confident that when the program is put into general use it will be the best possible for the many and varied situations encountered across Canada.

—●

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from the Spear Tribe, and the Nature Lore Director who is a brave, "Running Bear" from the Tomahawk Tribe, appear. The Great Chief tells the braves that they have not been allowed to marry as there is war between the tribes. They now stand on opposite sides of the river, looking at each other. They mime the song, as four counsellor chiefs sing the familiar ballad "Running Bear and Little White Dove".

One of the counsellors had written "The Legend of Little Hawkeye"*2. He now narrates as the campers enact the parts. They remember the actions well. There are no speaking parts which would be difficult for these campers.

One of the chiefs now performs the death defying fire dance over and around the great fire.

It is now necessary to bring the little braves back to reality and calm, so marshmallows are distributed and they quietly toast them around their own tribal fire. Then all arise and stand in a circle and the familiar taps is sung.

The Moon, high in the heavens, smiles down on the braves and their chiefs, as they wend their tired but happy way up to the hilltop once more.

*1—*Camp Belwood was a pilot project residence camp in Canada—begun in 1958. A manual is available from O.A.R.C. office, 77 York St., Suite 300, Toronto, Ontario. There are now six camps in Ontario and twelve camps throughout Canada.*

The author wishes to thank and give credit to Mr. Dan McDade, 1960 Programme Director at Camp Belwood. Much of his report was used as material for this article. Thanks and credit go, too, to the wonderful staff who made the whole thing possible.

*2—*Available from O.A.R.C. Office.*

—●

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